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ABSTRACT

Presentations made at a 1987 forum on continuing higher education leadership sponsored by the National University Continuing Education Association include: "Shifting Demographics: Implications for the Community and Higher Education" (David Hayes-Bautista); "Minority Issues: Central Theme or Footnote" (Sarah Melendez); "Minorities and One's College Experience" (Dorothy Ann Kelly); "Quality of and Equality for Our Work Force" (Laura D'Andrea Tyson); "Discrimination and Competitive Success" (Robert Singleton); "Services Cannot Make America Rich" (Brendan Keegan); "State Goals and Initiatives: Ensuring a Better Future for All Citizens" (Teresa Hughes); "Fundamental Questions Remain" (Dolores Cross); "Provincial Pursuits" (Dennis Cabral); "Shouldering the Social Obligation" (James Mingle); "What Is an American?" (Paul Miller); and "To Define Leadership" (Milton Stern). Model intercultural programs at the University of Massachusetts-Amherst, the University of South Carolina, University of California-Los Angeles, Ohio State University, Weber State College, University of Arizona, San Francisco State University, and Brigham Young University are briefly described. (MSE)

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CHALLENGES

For Continuing Higher Education Leadership

ECONOMIC DEVELOPMENT IN A MULTICULTURAL SOCIETY

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CHALLENGES

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ECONOMIC DEVELOPMENT
IN A MULTICULTURAL SOCIETY

A Note of Appreciation

The NUCEA CHEL Project acknowledges the contributions of the following Association members: Ed Retzler, NUCEA Region VI chair; Carrol Steedman, Region VI conference chair; and Phil Harris, conference site administrator, for their assistance in planning and hosting the third CHEL University Forum, "The Implications of a Multicultural Society for Economic Development." The Forum was held in conjunction with the NUCEA Region VI annual meeting in October 1987.

The Project also recognizes those individuals who contributed to the Forum and to the production of this publication. Former CHEL Project Director James Hirsh designed and organized the Forum. CHEL Commissioners John Carlin, Morton Weir, Sr. Dorothy Ann Kelly, Paul Miller, Edward Simpson, and Judith Ruderman participated in the program. Kate Lowman served as Forum rapporteur and manuscript editor; her work formed the basis for this document. CHEL Project Associate Carol Gasparach coordinated Forum logistics and was assistant production manager for this publication. CHEL Director David Johnson served as executive editor of this document. Wendy Sibelman, NUCEA director of publications and marketing, was production manager and also provided final manuscript editing. Finally, George Faux, NUCEA staff reporter, wrote the "Model Programs" section and compiled graphs and other statistical information contained in this document.

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Table of Contents

Challenges for Continuing Higher Education Leadership: The Implications of a Multicultural Society for Economic Development 1

Shifting Demographics: Implications for the Community and Higher Education 2
David Hayes-Bautista
University of California-Los Angeles

Viewpoint: Higher Education 7

Minority Issues: Central Theme or Footnote? 7
Sarah Melendez
American Council on Education

Minorities and One College's Experience 9
Sister Dorothy Ann Kelly
College of New Rochelle

Quality of and Equality for Our Work Force 10
Laura D'Andrea Tyson
University of California-Berkeley

Viewpoint: The American Marketplace 15

Discrimination and Competitive Success 15
Robert Singleton
Loyola Marymount University

Services Cannot Make America Rich 16
Brendan Keegan
The Marriott Corporation

State Goals and Initiatives: Ensuring a Better Future for All Citizens 17
The Honorable Teresa Hughes
California State Assembly

Viewpoint: Government 20

Fundamental Questions Remain 20
Dolores Cross
New York State Higher Education Services Corporation

Provincial Pursuits 22
Dennis Cabral
New York State Higher Education Services Corporation

Shouldering The Social Obligation 23
James Mingle
State Higher Education Executive Officers Association

The Response of Continuing Higher Education 25

What is an American? 25
Paul Miller
Rochester Institute of Technology

To Define Leadership 28
Milton Stern
University of California-Berkeley

Model Programs 30

Challenges for Continuing Higher Education Leadership: The Implications of a Multicultural Society For Economic Development

The economic news has not been good lately, especially in the United States. The "land of plenty" finds itself no longer on the cutting edge of technological development and faced with a huge trade deficit, much tougher foreign market competition, and an internal budget crisis which threatens both the confidence of its people and the stability of its economy. Analysts may disagree on the specific causes of these problems, but there is little doubt that proper utilization of the American labor force offers the only real solution for the future. And the labor force itself is changing: the "Baby Boomers" of the 1950s and '60s are moving inexorably toward retirement, to be replaced by a new generation of workers, smaller in size and more diverse in ethnic composition.

Higher education, which presents itself as an equalizing force in American society, also has begun to come to terms with a disturbing demographic trend. While their proportion in the general population is increasing, minority students are no longer arriving on college campuses in greater numbers each fall, there to be trained in the skills necessary for success in the U.S. economy. The reasons are many: inadequate educational experiences at lower levels, the decline in the purchasing power of the student aid dollar, the growing belief that a college degree is no longer a guarantee of personal success, and the inability of higher education to appropriately welcome and serve this new generation of students stand out. Thus, at a time when the nation looks to the academy to prepare a revitalized and diverse labor pool capable of competing successfully in the world marketplace, the academy finds itself at a serious disadvantage.

These issues provided the setting for the Continuing Higher Education Leadership (CHEL) Project's third University Forum, "The Implications of a Multicultural Society for Economic Development," held in Salt Lake City on October 12, 1987. Like the previous fora on corporate-campus collaboration and the problems of rural America, this forum focused the attention of continuing higher educators on a national issue which has broad implications for their work, and offered examples of ways in which they might respond creatively and effectively to the challenges presented. The *Challenges* publications bring the results of these discussions to a wider community of policy-makers in education, business, government, and the media, whose collaboration is essential in the search for solutions. We invite our readers to share their comments and suggestions on these topics.

The CHEL Project is sponsored by the National University Continuing Education Association, with generous support from the W.K. Kellogg Foundation. It is governed by a national commission of leaders from higher education, government, and business. The yearly University Forum is one of several ways in which CHEL pursues its overall goal of encouraging leadership by and on behalf of continuing higher education. For additional information about the Project and its publications, contact: NUCEA CHEL Project, Suite 420, One Dupont Circle, Washington, D.C. 20036; (202) 293-2668.

David M. Johnson
Project Director

Shifting Demographics: Implications for the Community and Higher Education

David Hayes-Bautista
Director, Chicano Studies Research Center
University of California-Los Angeles

The people of a society are its most important resource, far more valuable than petroleum, soil, or water. These human resources require constant attention and investment, so that they may be as productive as possible. In many ways, the job of social policy is to provide programs that will develop the potential of human resources.

However, the very nature and composition of our human resources are changing dramatically, such that by the turn of the century and slightly beyond, the human resources configuration will differ greatly from that of 1986.

These shifting demographics result from two key elements: an increasing number of elderly people, and a growing Latino population. The aging of society is a phenomenon that has been popularized and widely discussed. The second trend is virtually unseen.

By 2030, nearly every fourth person will be 65 or older. The development of this older society creates thorny policy issues: by 2040, the elderly will account for nearly one-half of society's medical costs, and this does not even address the issue of income maintenance. If current federal expenditures are projected to 2025, nearly 65 percent of the federal budget will be spent on benefit payments to the elderly. Thus, the long-lived "Baby Boomers" pose an expensive social question, raising the issue of who will pay for these support services.

Increasingly, those payments will be made by the burgeoning, relatively young Latino population. Some areas of the country have virtually no Latino residents, but in many areas the Latino population will become more and more important. My own studies focus on California, but the trend is not limited to that state.

David Hayes-Bautista

Ethnic Groups and Age Structure

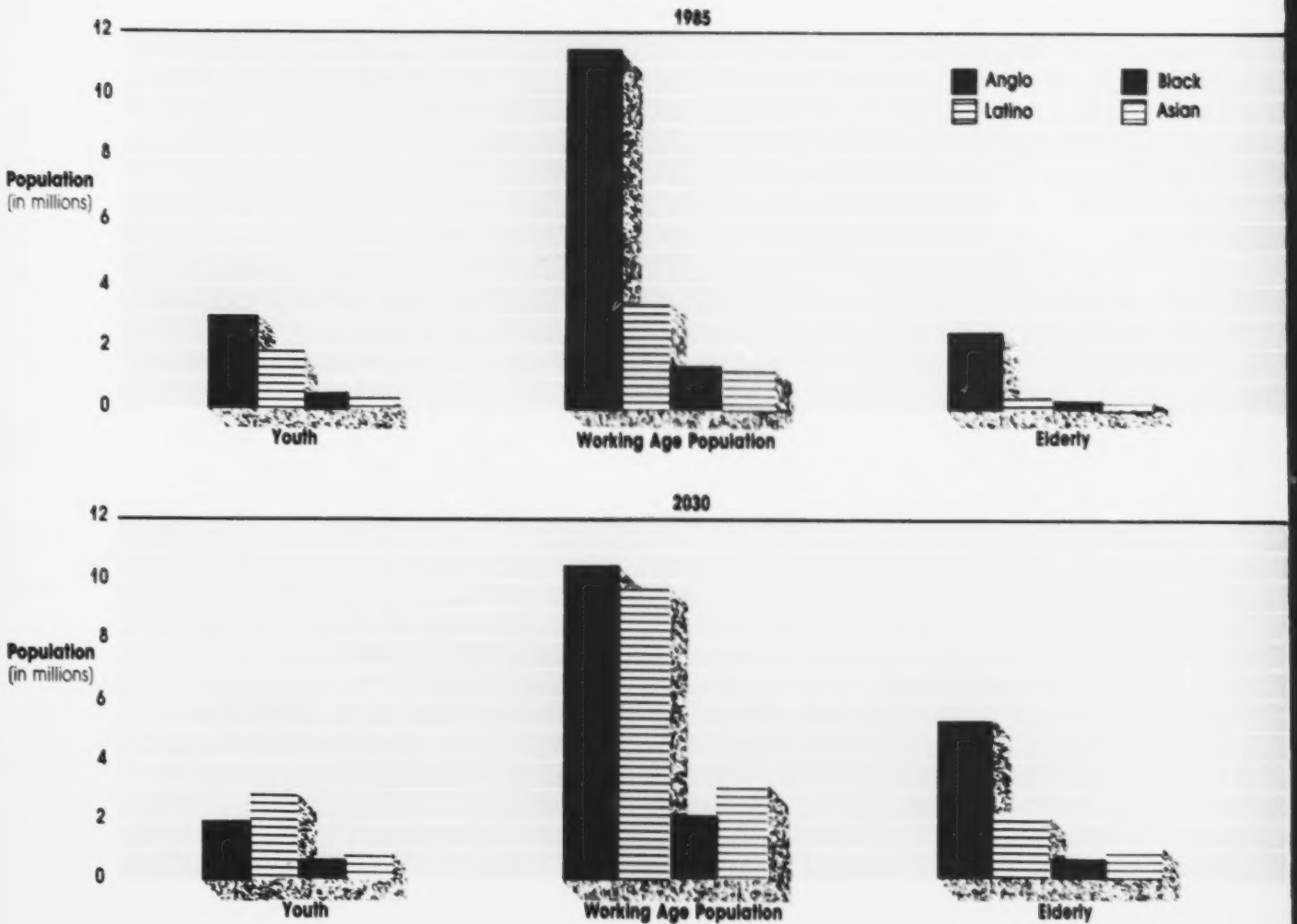
The age structure of Latinos in the United States is younger than the rest of the population. In 1980, the median age of the Anglo population in California was 34, while the median age of the Latino population was 23. Further, in Mexico, the median age was only 17. Essentially, we have a pediatric society next to a geriatric society, and the net population flow is from the former to the latter.

My colleagues and I have created a population projection model incorporating these two trends of aging Baby Boomers and a growing youthful Latino population. Limiting projections to relatively conservative assumptions* of fertility and immigration, it is expected that Latinos will reach 36 percent of California's population by 2030.

These figures (see graph) represent the population of California broken down by age cohort and ethnicity, for the years 1985 and 2030. If you look only at the Anglo group, the population ages. There is a clear inverted pyramid with a large number of older people at the top. This group is then supported by the younger population, which has become predominately minority.

*These assumptions include: 1) fertility for Latinos drops to below replacement level by the year 2030; and 2) only 70,000 foreign-born Latino immigrants enter the state each year. Further, minorities as a whole will represent almost 70 percent of the state's population by 2030.

California Population Figures by Age and Ethnicity, 1985 and Projected 2030



Note: Youth is defined as 0–15 years, working age as 16–64 years, and elderly as 65 and over.
Source: Hayes-Bautista, Schinck, and Chapa. "The Young Latino Population in an Aging American Society: Policy Issues in the Emergence of an Age-Race Stratified Society." (To be published.)

Impact on the Labor Force

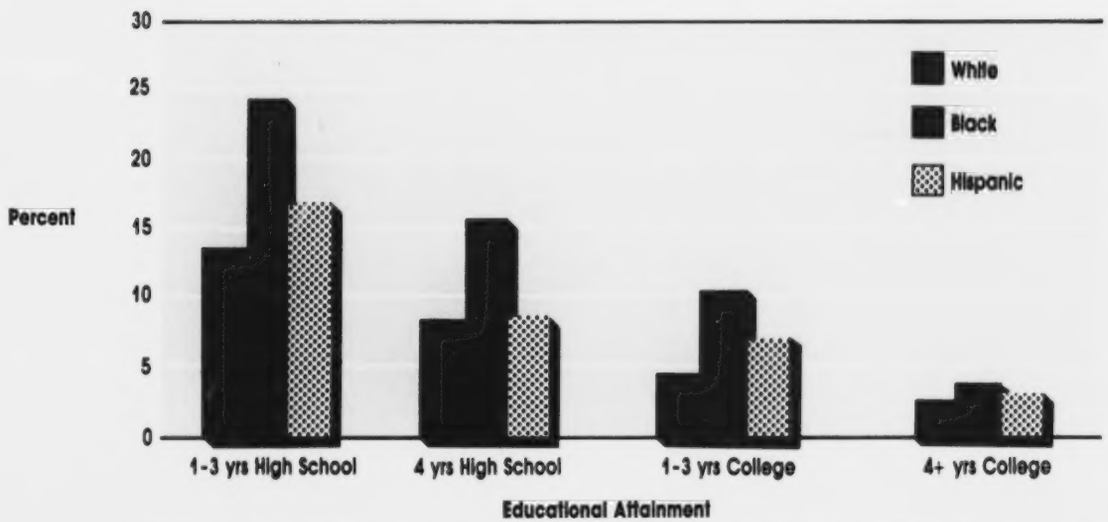
So, this issue of who will pick up the tab for an aging population becomes not only an issue between the generations, but between different ethnic groups.

Looking at labor force participation, our predictions show that Anglo participation grows slowly until 2010 and then tapers off. It is increased Latino participation which enables the overall labor force to increase, but there are serious questions about that Latino participation. We know, for example, that Latinos earn about one-third less than Anglos, due to a skewed occupation distribution. If this trend continues, what will be the basis for elderly financial support programs?

These data are not new, but need to be framed in a different way. Issues of Latino income and employment are not just Latino issues, but are of consequence to society as a whole. These income and employment issues are closely tied to that of educational attainment. If the Latinos' lower level of educational attainment is not corrected, the educational skills of the work force as a whole will fall. Can we afford this in the face of intense international competition?

The lower level of achievement has been a consistent, persistent, nagging fact, but the victim-blaming notions that Latino parents are not interested in education or that the problem lies strictly within the Latino population are simply wrong.

Unemployment by Race and Education Level, 1986



Source: U.S. Dept. of Commerce, Bureau of the Census, *Statistical Abstract of the United States 1987*, Table No. 664, p. 391.

There are two main questions. First, will this Latino population have the productive capacity to support the elderly? If the current condition extends into the future, the answer is probably no. Second, if they do have the productive capacity, will they be willing to tax themselves at nearly ruinous rates to provide the necessary levels of support?

The older Anglo and the young Latino are directly linked by that necessary income transfer in the future. Further, we see a human resource investment link today—especially in the areas of health and education. After that, the next items are the employment and political participation of that population. These are issues with which we need to grapple now.

Implications for the Education Community

These shifting demographics have profound—but also simple—implications for the higher and continuing education community. It is not an issue of training people for specific tasks, but rather a need to address important questions: "What is the nature of education? How do we create a thinking person capable of leading an examined life?" These basic questions laid out by Plato so long ago are still the structural outline for defining the true meaning of education.

Plato also told us that the basis for a civil society of consent rather than coercion depends upon the existence of a critical mass of educated people.

How does a person become educated? For the last two millenia, society's answer to that question has been to learn how to carry on a dialogue; by learning how to talk, by learning how to listen. It is up to universities to provide a framework for this learning. Through books, students can engage in dialogues with great thinkers of the past as well as the present. It is the university's role to identify the dialogues that people should be exposed to and provide a structure for carrying that out. One reflection of these choices is the "Great Books" reading list.

These dialogues permit students to build on previous experience, sparing the individual the need to reinvent every wheel. Yet, what meaningful dialogue can the minority student experience with the standard "Great Books" list in our universities? Since selections are drawn almost exclusively from the European tradition, how can we expect the minority student to be nourished, to develop into Plato's complete person?

"The challenge we face is no less than the need to create a new intellectual tradition."

One of the most important facts of the living experience of being a minority in this country is simply that of being a minority. It is an experience that literally permeates every social interaction, every day of a person's life. It is an important, inseparable experience. Where are the dialogues that can encompass this in the Platonic sense? They are nearly completely missing. This narrow view of the world shuts out the minority student.

The relationship between the university and society is shifting. Society is changing, and so must the university if it is not to be left behind. To emphasize the trend discussed earlier; in the year I was born, California's population was 91 percent Anglo. In the year I expect to die, 2030, the state's population will be nearly 70 percent minority. How can we expect a civil society if the vast majority of the population does not lead an examined life?

The Pacific Basin Intellectual Tradition

The challenge we face is no less than the need to create a new intellectual tradition—one which will reflect the intellectual and economic environment of the Pacific Basin society we find ourselves living in.

This is more than ethnic studies. Ethnic studies were an incompletely articulated expression of the need for this intellectual experience. In general, ethnic studies approached minorities as objects to be examined, rather than as subjects from which to learn. Changing the emphasis from object to subject opens the door to the intellectual experience of minorities.

How do universities achieve this? For starters, we can look to other intellectual traditions. Most of these traditions are quite aware of the European tradition, but the reverse is not true. I would wager next month's salary that the average educated Japanese is familiar with at least a quarter of the works on our "Great Books" list. How many of us can name works from the Japanese intellectual tradition?

To take a case in point of the wealth that is available, but left unused, I point again to Latin America. Last year, when Harvard was celebrating its 350th anniversary, I was in Mexico City where the first modern university was founded nearly a

century earlier in 1559. Nearly 25 other universities were founded in Latin America during that subsequent century, so the Harvard experience is not unique.

Ever since the conquest, the peoples of Latin America have been examining the nature of these two worlds in conflict. This intense dialogue has persisted through all the intervening years of colonization, independence, and then the bloody fratricide of civil wars; through industrialization and urbanization. There have been people in dialogue every step of the way, yet this rich intellectual tradition stops abruptly at the border.

Other areas of the world have their own rich collection of dialogues to offer. How do we interweave these traditions? This is the essential question, for it is the presence of these alternative intellectual traditions which will permit the minority student to find meaning in a university education and permit society as a whole to carry on a common discourse.

Forward Movement

This process has been started already. There are recent writings by Hirsch, Bloom, and others about the need to go back to the 1950s, to ensure that a common cultural knowledge is shared by all educated Americans. The process is right, but the direction is wrong. We need to go forward, not backwards.

My example of the "Great Books" list is only the tip of the iceberg. We are not dealing with simple issues of affirmative action, but with the fundamental question of intellectual development—even if that development means growth in directions that make us uncomfortable. This is crucial both to deal with a changing society at home and to compete economically and intellectually with the Pacific Basin world in which we live.

Universities must open themselves fully to minorities and these alternative intellectual traditions. By doing that, we begin the dialogue through which we all learn.

This is our job for the next 20 to 30 years.

PHOTO: Kathie Koenig, American University

Viewpoint: Higher Education

Minority Issues: Central Theme or Footnote?

Sarah Melendez
Associate Director, Office of Minority Concerns
American Council on Education

What are the implications of our multicultural society for leaders? There have been well over 100 reports on education in the last few years, yet almost none dealt substantively with minorities. Generally, minority issues are addressed in a footnote, or as an afterthought.

More honesty and realism are needed in analyzing and reporting data. For the past few years, the Department of Education has taken issue with virtually every one of our reports. For example, one Assistant Secretary of Education has used statistics from 1970 and 1984 to show that more minorities are participating in education, but this selective use of statistics reflects the cumulative impact of civil rights legislation and ignores what has happened since 1976. This is not leadership.

The trend of declining participation spotted five years ago is now an undisputed fact. Blacks have lost absolute participation at every level. Hispanics have continued a slow increase in enrollments and degrees, but the participation rate is dropping. If one-third of America's population will be minority by 2015, then the continuing education community must be concerned when a significant proportion of that one-third does not finish high school or go to college.

"The campus climate has been found 'chilly' for some women and 'freezing' for some minorities."

Minority Teachers: An Endangered Species

The declining number of minority teachers is another disturbing trend. For a short period in the late 1970s, Blacks were proportionally represented in the teaching field at 12 percent. This is no longer the case, and Hispanics never reached that level. Furthermore, fewer Blacks and Hispanics are entering the teaching field. Most educators agree that children need role models from their own people. Yet, figures from 1984 show that teaching has become the third professional choice for minorities, whereas traditionally it had been first. Business and the social sciences are now in the lead. Measurable numbers of minority students are also moving into engineering, computers, and biological and life sciences. This would be healthy if we were not losing minority teachers in the process. If larger numbers of minorities were entering college, the numbers in the teaching profession would naturally increase.

Teacher testing is also on the increase, even though it is not clear what these tests actually measure. There are legitimate concerns that cultural bias associated with the tests will have a detrimental effect on the number of minority teachers.

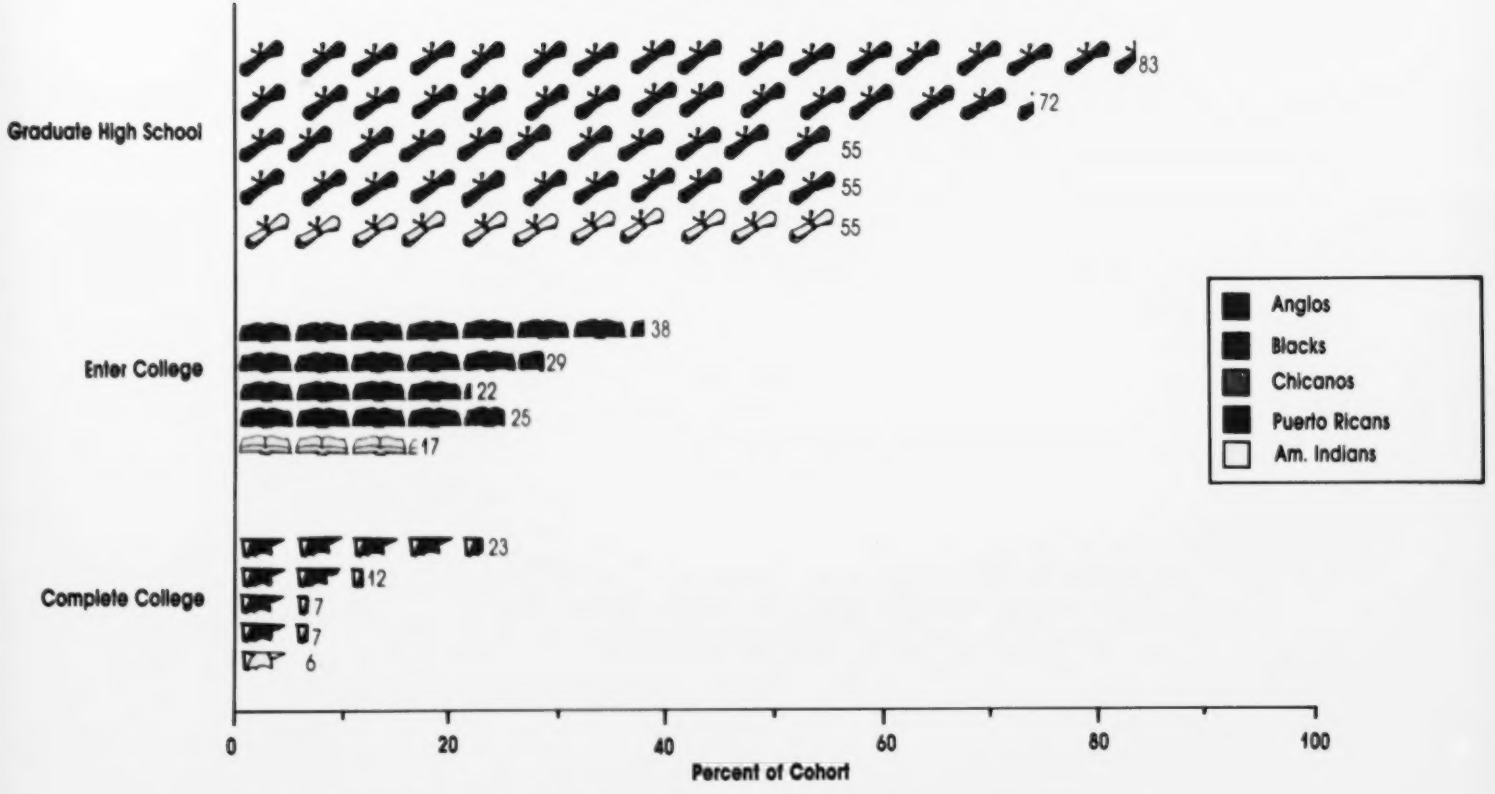
Comprehensive Approach Needed

The situation calls for real leadership and a comprehensive approach. Small steps and quick fixes will not work. The segmentation which has been the hallmark of our educational system must be transformed to a system with smoother transition and less minority leakage. We all have a stake in what happens in elementary and secondary education.

Comprehensive strategies must look not only to recruiting more minorities, but also at raising graduation rates. Measures to accomplish this will have to address financial aid, curricula, learning styles, and a host of other items. Another issue is the campus climate, an important element in the quality of life. The campus climate has been found "chilly" for some women and "freezing" for some minorities. One way to make the campus more responsive to, and appreciative of, diversity is to increase minority faculty and staff.

To repeat: we must make minority concerns central in every decision and report. Viewing minority issues as an afterthought is a luxury this society can no longer afford.

The Educational Pipeline in the United States, 1982



Source: Alexander Astin, *Minorities in American Higher Education*, (San Francisco, Jossey-Bass 1982).

Minorities and One College's Experience

Sister Dorothy Ann Kelly
President
College of New Rochelle

A core issue in our response to a multicultural society is that of teacher education. I recently had the chance to review *A Nation Prepared: Teachers for the 21st Century*, a 1986 report funded by the Carnegie Forum on Education and the Economy. It defines demographic trends and shows that, with respect to the populations in our school systems—especially those in the major metropolitan areas—the terms "majority" and "minority" should really be interchanged. The report also looks at the consequences of the very small proportion of minorities in the teaching force and details statistics which demonstrate the failure of our primary and secondary school systems.

The responsibility for what is going on in our schools rests squarely on the shoulders of those who prepare teachers. This involves both what we teach our prospective teachers and who we encourage to enter the profession. Very little is being done to increase minority representation in the elementary or secondary teaching ranks. This is virtually a national scandal.

Institutional Activism

The problems outlined by Dr. Hayes-Bautista are beginning to be addressed more widely. They certainly have not achieved the status of a national agenda, but there are groups of people in higher education assuming responsibility for what is happening in the teacher preparation area.

Some institutions have done better than others, and I believe the College of New Rochelle is one of them. I don't want to claim that we have "arrived," but we have made progress. Since 1972, our New Resources Program has graduated 4,000 adults with B.A. degrees. Eighty percent of that population (both graduates and current students) are minorities. Approximately one-half of our students are Black and one-half Hispanic. Eighty-five percent are women. The College of New Rochelle also has a traditional four-year program with about 500 young women, 25 percent of whom are minority.

We have encountered the need for changes not only in curricula offerings, but also in teaching itself. Because we engage a different kind of student, and because we tell the faculty they are not the only resource in the classroom, a partnership develops between the adult student and the teacher. Not all teachers can do this, but when you find the right teachers, a marvelous atmosphere is created in the classroom.

Cultural pluralism is the key to educational reform. This is necessary not only to include minorities, but also because it speaks to the need for educational reform for the so-called majority. I am often asked questions which assume that the high minority participation in our programs creates problems. Much work lies ahead to change this view to one that sees cultural pluralism as a positive resource.

There are specific steps universities can take. For example, New York State has a "Stay in School Program" which encourages colleges to "adopt" local school systems. The College of New Rochelle has adopted the Yonkers school system. Steps like these do begin to address some of the tough questions, but we need more—we need a national agenda. There is slow movement in this direction, and the demographic data will help increase that momentum. Unfortunately, it is often necessary to touch people where they hurt to elicit a response, and the demographics may help people perceive this as a national problem rather than as something to be done *for* a segment of the population.

The Stay in School Program

The College of New Rochelle's partnership with the City School District of Yonkers, called the "Stay in School Program," is designed to increase the number of youth who receive a high school diploma. The program will concentrate on improving students' competencies in reading, writing, and mathematics. Funded through the New York Department of Education with a grant of $145,000 in August 1987, the program is administered through the College's Graduate School Center for the Study of Learning and Working Environments.

Quality of and Equality for Our Work Force

Laura D'Andrea Tyson
Associate Professor of Economics and
Principal Faculty Member of the Berkeley Roundtable
on the International Economy (BRIE)
University of California-Berkeley

Our economy is undergoing a fundamental transition, and the response our society makes to that change will affect not only our economic and national security, but also our citizens' quality of life. Furthermore, the success of our response will be determined largely by the skills and flexibility of our labor force.

Three premises establish the framework for this argument:

1) *The U.S. economy has entered a period of fundamental economic transition driven by two inter-related forces.* First, there is a major change in technology which affects both techniques of production and communication. This has profound implications for the organization of work and for the kinds of skills and jobs which will be needed in the future. Second, the nation has been presented with a challenge by the rest of the world in terms of both the forms and the intensity of foreign competition.

2) *The quality of our labor force is arguably the most important factor in managing this transition.* Either we take action to maintain our position as a major economic power, or we continue to decline, following in the footsteps of Great Britain.

Tyson: "Replacing skilled labor with skilled machines . . . is a recipe for competitive disaster."

3) *The quality of our labor resources will determine how the available technological possibilities will be used.* In discussions about new technology and automation, one often finds a certain technological determinism, an attitude that any given technology can be applied in only one way. In fact, this is not the case. Different organizations and countries often do apply particular technologies in different ways.

In the United States, the approach generally is one of deskilling the labor force, of replacing skilled labor with skilled machines. This is a serious mistake. In fact, it is a recipe for competitive disaster because it erodes flexibility. Conversely, training and education provide flexible workers who can adapt to each new wave of technological change.

Economic Transition

The massive changes in technology, driven by microelectronics, have effectively created a revolution in production and communication. This has many implications for a multicultural society like the United States. The technologies allow for greater decentralization in the organization of production in terms of location, while at the same time permitting greater integration. Jobs that once were located together may now be dispersed across the globe. This dispersion in turn generates greater interdependence between areas that have become linked in the production process.

For example, many U.S. apparel firms locate sophisticated design, marketing, and distribution centers in one part of the world, but shift produc-

tion to low-wage countries. The same is true in electronics. Basically, the choices open to a producer with respect to organization are far greater than they were even 10 years ago.

Another consequence of the technological revolution is greater flexibility within the production process. This flexibility has multiple sources, including machinery that can be dedicated to perform a number of different tasks. Thus, highly specialized batch production for customized goods becomes possible. However, workers in this new environment must be able to use a variety of pieces of equipment and to reconfigure the machinery quickly.

The second fundamental force driving the economy's transition is international competition. This factor is interdependent with technological change. Many people argue that one reason the United States is facing greater competition is because technology easily crosses national boundaries. As U.S. manufacturers establish bases abroad, competitors learn about the technology and adapt it for their own uses.

Economic Indicators of Decline

The United States has suffered a long-term erosion in its competitive position, dating back to the early 1970s. Indicators of this erosion include relatively weak productivity performance over the last 30 years. Productivity depends on labor and management skills, and U.S. productivity has been growing at a slower pace than that of our major competitors. In part, this is due to "catch-up" by these competitors, but that is only one element of the problem.

Another indicator of competitive difficulties is in the area of technology. The United States is spending less on research and development for commercial purposes than are many of the other advanced industrial countries. Also, U.S. patent performance is weakening: fewer patents are given to U.S. applicants and more are being awarded to foreign producers.

Another dramatic indicator comes from the semiconductor industry. Fifteen years ago, the United States had a seemingly unassailable position: it was ahead in all process and product technology in this sector. Today, a number of studies show that the U.S. lead is gone in critical areas. In some cases, Japan supplies frontier technology in semiconductors.

This dilemma may be connected with low levels of investment. As a nation, we invest relatively little in plants and equipment, and consequently do not diffuse modern technology rapidly. Technology in process innovation is basically a result of reconfiguring plants and buying new equipment, and this requires capital investment.

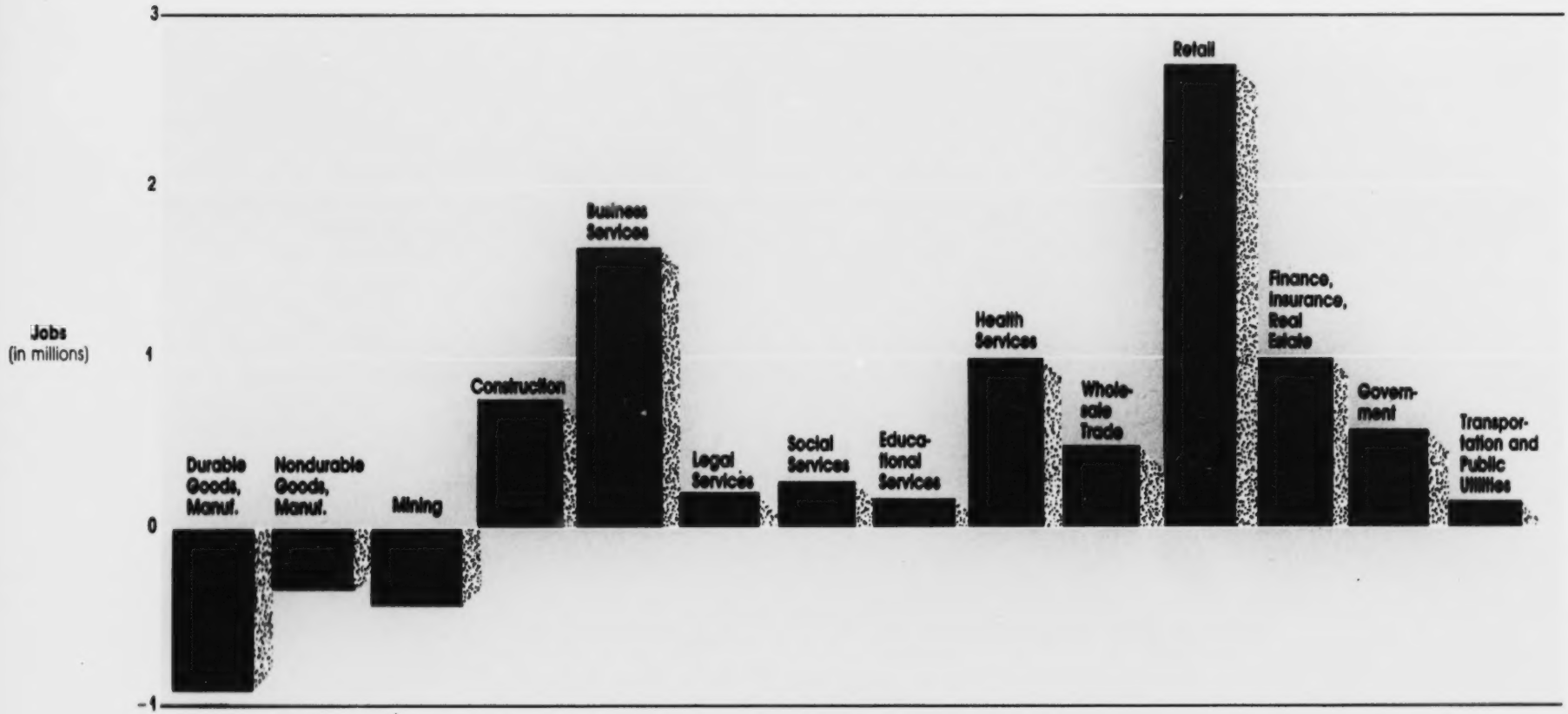
Finally, all of these factors are reflected in the stagnation in U.S. real wages. In real terms, our wages today are no higher than they were in 1969. This 20-year interlude has occurred at the same time that the United States has borrowed heavily from the rest of the world, especially in the last seven years. Yet, even that heavy borrowing has not increased real wages. This contrasts strongly with the period from 1950 to 1970, when real wages increased by 50 percent.

Job Losses in Manufacturing

This nation is also suffering an unsustainable trade imbalance primarily caused by a huge surge in imports. The manufacturing sector has been hit hard by this process, with predictable job losses. Unfortunately, for the forseeable future, the good jobs remain disproportionately in the manufacturing sector. The average wage for this category is higher than that for services. Most service jobs are not held by high wage doctors and lawyers, but rather by wholesale and retail clerks and by health and education workers.

The average weekly wage of jobs lost from 1979 to 1985—primarily manufacturing jobs—was about $444 per week. The average weekly wage of jobs gained, primarily in the service sector, was about $279 per week. The jobs lost in manufacturing due to imports were mainly low-wage jobs for that sector, but they were still better paying than most of the service sector jobs created during the same period.

Jobs Created in Selected Sectors of the Economy
From July 1981 to July 1986



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Source: Council on Competitiveness, "America's Competitive Crisis: Confronting the New Reality," April 1987.

Low-wage manufacturing jobs are disproportionately held by minorities and women, so the import surge hurt primarily those workers whose earning power was already low. Further, many studies show that a turn-around in the trade situation will create new jobs for scientific and other highly trained workers, rather than recreating the jobs that have been lost. Without a real change in our educational system, the people who have been displaced from labor intensive sectors do not have much to look forward to.

These patterns will continue unless we as a nation worry about our skills. Technology is decentralized: a technological lead in a given area can be lost fairly easily. Preeminent skills in using the technology will give the nation an edge.

Further, modern technology must be diffused through the production process. New "sunrise" industries are not the only ones that can benefit from new technology: it must be applied across the manufacturing base. If we are to maintain competitive production in areas such as apparel and semiconductors, it can only be done with automation.

From July 1981 to July 1986, approximately 9.25 million jobs were created in the U.S. The vast majority of these jobs were created in service industries. During the same time period, approximately 1.6 million jobs were lost, most of which were from the industrial sector.

Manufacturing and Services As Interdependent Sectors

The health of the service sector, and especially of those higher-wage jobs in the service sector, depends fundamentally on the health of the manufacturing sector. Services versus manufacturing is not an either/or proposition. Desirable service jobs, such as financial businesses, accounting, and engineering, all depend on competitive success in manufacturing.

Supporting evidence for this argument includes data showing that as Japan's manufacturing profile has risen, the country has also assumed a greater profile in the international service markets. Correspondingly, as the U.S. share of world traded goods has fallen, so has its share of world business services. Many high-wage service jobs are tightly linked to manufacturing.

Those jobs in the low-wage range of the service sector are dependent on manufacturing in an indirect sense. Wages for this category are dependent on the overall standard of living, which in turn is driven by the high-wage services and manufacturing sectors.

The quality of our work force is crucial. The key word for the new technology is flexibility, requiring higher order skills and responsibility on the part of the worker. For example, plants based on continuous processing using microelectronic techniques require workers to analyze, monitor, and sort a constant flow of data. Computer-controlled machine tools are similarly demanding. In white collar office automation, clerical workers can assume many professional level jobs if they are properly trained.

If all of our competitors have the same technology, what matters is how well it is used. That depends on the organization of work and the diffusion of technology; and that depends on the workers.

The Application of New Technologies

Effective use of new technologies is dependent on their being used as a complement to labor rather than a substitute. The same kind of automation technology can be used quite differently by different firms, with very different implications for productivity. When new technology is used to provide greater shop floor responsibility, the productivity picture improves. Using new techniques to increase centralization and supervision tends to have a negative impact. This may explain the success of some Japanese firms coming into the U.S., using the same labor and equipment, but obtaining better productivity figures than their U.S. counterparts.

The evidence shows that U.S. managers tend to use new technology in a deskilling way: as a means to economize on or reduce skilled labor. American managers list a number of reasons for

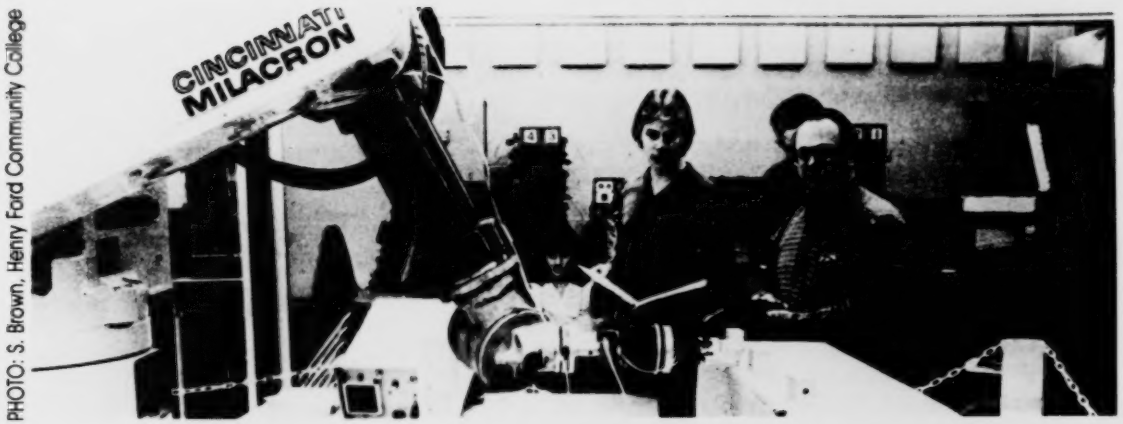


PHOTO: S. Brown, Henry Ford Community College

this approach, including a basic shortage of skilled labor due to problems such as illiteracy and weakness in math and science training. Economic history demonstrates that businesses will make use of skilled labor when it is available. Ray Marshall, a labor economist at the University of Texas, has done some interesting work on the post-World War II period. With the influx of a newly skilled labor force educated under the GI Bill, shop floor practices were redesigned to make use of that labor. However, if businesses continue to anticipate a weak skill base, they will persist in reorganizing away from dependence on skilled labor.

The mobility of U.S. labor also creates a reluctance to pay for on-the-job training. In nations where the turnover is lower, there tends to be less resistance to investment in training. Finally, some people argue that U.S. labor/management relations are still characterized by greater hostility than is the case with our major competitors.

It is inevitable that new technology, in conjunction with international competition, will continue to mean the destruction of low skilled manufacturing jobs. This process cannot be reversed. We cannot compete with wages paid in China or Taiwan—nor should we want to. Our objective must be a national strategy that provides a high standard of living to all U.S. workers.

If we adopt new technologies as a complement to labor and thereby increase the demand for high-wage skilled workers, we face enormous education and retraining challenges. Unfortunately, most projections show the growth in the labor force will consist mainly of unskilled workers, a disproportionate number of whom are minority workers. Unless our educational system improves significantly, these unskilled workers will find work only in low-pay service jobs, and manufacturing will continue to use technology as a substitute for skilled workers. This is not a recipe for national competitive success.

An educated, flexible labor force is the key. This is a challenge of human resource policy. This is the path the nation must take to restore our competitive preeminence.

BRIE

The Berkeley Roundtable on the International Economy (BRIE) was created in 1982. BRIE mobilizes the expertise of scholars at the University of California-Berkeley, together with the participation of its California and foreign business advisory committees on issues of international trade and economic policy. The research activities of BRIE focus on international competition in high technology and on the role of high technology in competitiveness. BRIE's activities, in addition to research, include publishing and teaching.

Viewpoint: The American Marketplace

Discrimination and Competitive Success

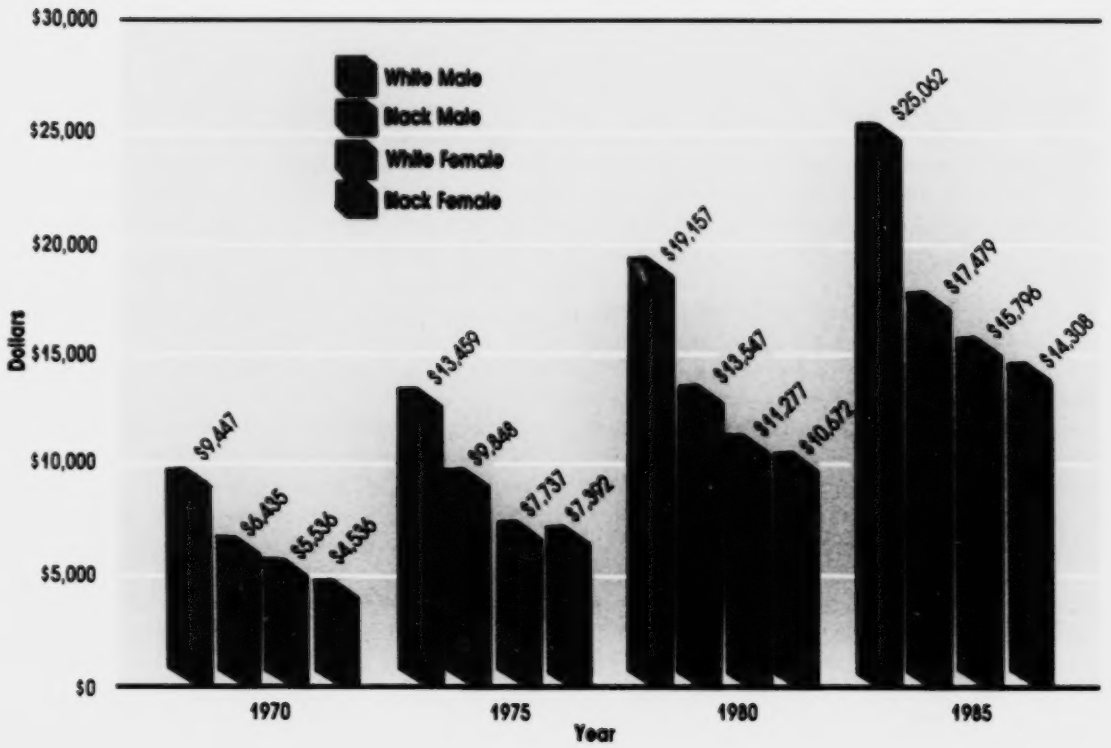
Robert Singleton
Chair, Department of Economics
Loyola Marymount University

A successful U.S. strategy must, like Japan's and Germany's, view skilled labor as complementary with new technologies rather than as substitutive. Our principal competitors in the application of new technologies—Germany and Japan—are our polar opposites, culturally: they are "unicultural" societies. In that regard, they are able to ignore a hidden cost that pervades the multicultural society: the cost of prejudice and discrimination in the hiring and training of minority workers.

Gary Becker (1971)* characterized the act of discrimination on the part of employers as a nonprice determinant of resource demand, much like a "taste" for certain goods or services over others. As such, it actually serves as a hindrance to the prejudiced employer's attempt to minimize costs. All other things being equal, the employer who fails to hire or train the best person for the job, regardless of race, is imposing an additional cost of production on himself and will be outcompeted by other employers who produce at lower costs because they do not discriminate. Becker's conclusion is to let the market handle discrimination by bankrupting the bigoted.

*Becker, Gary S., *The Economics of Discrimination*, (Chicago: The University of Chicago Press, 1971).

Median Income for Year-Round Full-Time Workers
By Race and Sex: 1970 to 1985



Source: Current Population Reprints, Series P-60, 105 (June 1977), and Income Division, U.S. Bureau of the Census.

But when the focus is international, not domestic (as in Becker's theory), the additional production cost implied by an employer's taste for discrimination in hiring and training results in an extra national cost of production that pits those countries that do not pay the hidden cost of discrimination against those that do. In this case, both Japan's and Germany's status as unicultural societies allows them to avoid this hidden cost while training greater percentages of their workers in critical growth fields.

One solution to this problem, a highly unlikely prospect under the current administration, would be a vigorous policy of minority worker training in the new technologies, justified by the urgent problem of "unfair competition" from unicultural societies. There was a time when the Great Society was serious about training our workers. That is certainly less the case today.

Universities Must Take the Lead

The challenge to higher education is how to move forward if both the federal government and the business community are washing their hands of the problem. Yet, it is clear from the statistics that traditional higher education is neither attracting nor graduating significant numbers of minorities. Even though traditional university and college programs made minority education a priority in the 1960s, the effort since then has largely dissolved.

Clearly, continuing higher education administrators are demonstrating that they care about the failure of traditional institutions to train the underrepresented in the new technologies, as the theme of this conference suggests. But, if the ethnic make-up of the conferees to this convention and others like it is any indication, simply caring may be inadequate. While the ethnic make-up of the student population is largely exogenous, the ethnic make-up of the leadership of continuing higher education is much less so. Encouragement of minority administrators in continuing higher education is essential if the field is to play a substantial role in transferring knowledge of the new technologies to a multicultural society.

If the studies done by Dr. Tyson and her colleagues are at all accurate, the consequences of the situation may far exceed their worst-case scenarios for a reason that they largely ignore. Ethnic and racial minorities in a multicultural society incur a cost that unicultural societies are less likely to face, arising from discrimination in hiring and training.

A significant role that continuing education practitioners can play in this regard is to begin revising program offerings for maximum feasible inclusion of racial and ethnic minorities as participants and as administrators, beginning with a sincere attempt at integration at the level of the leadership of organizations such as those spearheading these conferences.

Services Cannot Make America Rich

Brendan Keegan
Group Vice President, Human Resources
The Marriott Corporation

Services have gone through explosive growth in recent years, but services clearly will not make America rich. Sales per employee for all industries in the United States are roughly $145,000 per year. In our company, which sells food and lodging, the average sales per employee are $30,000 per year. We are neither very productive nor very rich in comparison with the manufacturing sector, and we cannot pay our employees high wages. To make matters worse, that $30,000 per employee figure has been relatively constant over the last 15 years.

It is time to encourage manufacturing to regain its competitive position in the global economy. But, if we put our money in manufacturing technology, do we have the ability to succeed? We have not done a good job thus far. Manufacturing can learn from the experiences of the service industry. Services now account for 68 percent of the gross national product and 71 percent of non-farm jobs. This sector has generated 44 million jobs in the last 30 years. Surely we have something to offer.

State Goals and Initiatives: Ensuring a Better Future for All Citizens

The Honorable Teresa Hughes
Chair
California State Assembly Education Committee

State policies can affect the economic development and future of our multicultural society in many ways, but education is perhaps the single most effective arena for securing equal opportunity for all. California's geographic position makes us well aware of international trade and competition. Not only is that competition intense, but we find ourselves in a truly global economy. In 1984, more than 2,200 foreign corporations owned property, plants, or equipment in California, and the current figure is certainly higher. The Japanese are California's largest overseas employers, providing jobs for more than 53,000 people.

Immigration, legal and illegal, remains an important challenge. As conditions across the globe worsen, the world's poor and politically persecuted come to our state. These people are seeking language, citizenship, and vocational education.

In the city of Los Angeles alone, over 70 different languages are spoken by the public school population. Bilingual education has been cost effective in transitioning non-English speaking students into all-English instructional programs. It has not, however, been a salable program to some conservative members of the legislature, or to the governor. California's bilingual education law sunset this year, and efforts to extend the law failed. Even basic agreement on the objectives of the program cannot be reached. Therefore, we are adopting the language of "English proficiency," which appears to be a less threatening and more direct approach to the problem of a multilingual society.

Teresa Hughes

The dropout problem has become a crisis in California. Some 37 percent of our school age population is dropping out, putting us forty-fourth in the nation by that measure. Eventually, many of these adults will want to return to school, and we will need programs to facilitate their reentry into education. Our nation's other "adult education" problem is the estimated 5 million people who are functionally illiterate.

Crowded Classrooms and Demographic Change

California has a model community college system and world class universities, but it is going to take all of us working together to solve the problems of our society. Our K-12 classrooms are the most overcrowded in the nation. Classes of 35, even 40, students are not uncommon in the public schools. Our average class size is almost 50 percent higher than the nationwide average, and the Baby Boom echo will exacerbate the problem. In coming years, California's school age population will increase by 30 percent, or by approximately 130,000 students per year.

The state is undergoing profound demographic changes. In 1985-86, our public school enrollments included 2.04 million minority students, or 48 percent of the total public K-12 school enrollments. Projections indicate that a decade from now, minorities will represent a majority of California's public school enrollments.

While the increasing diversity of cultures is enriching and inspiring, a look at some associated statistics is cause for great concern. A recent report by the Assembly Office of Research indicates that over 40 percent of the state's Blacks and Hispanics do not finish high school. Further, only 1-2 percent of Blacks and Hispanics complete college in

California within five years after graduation from high school. To paint this picture starkly, the typical Black male student has a better chance of being incarcerated than of completing a college education.

We are failing to adequately educate a growing number of students. The potential effect of this trend on our society is frightening. A democracy demands an educated citizenry, and society needs a capable and productive work force.

Crucial Need for Good Teachers

The single most important ingredient to a high quality education for all students is the teacher. California, like most of the nation, is facing a teacher shortage. A recent report from Policy Analysis for California Education (PACE) indicates that between 15,000 and 17,000 new teachers will be needed in each of the next five years. Estimates at this time show we will not be able to meet this demand. There is also a critical need to increase the pool of minority teachers.

A number of programs have been initiated to attract more qualified teachers and to encourage bright students to consider teaching as a career. These and other incentives must be continued. California now has a three-year program to raise minimum salaries for beginning teachers. Additionally, the Assumption Program for Loans for Education assumes student loans for students who go into shortage areas such as math, science, and bilingual education. This program has proven effective in attracting minority candidates into the teaching profession. Unfortunately, the problem of enhancing working conditions has not been addressed. Issues such as reduced class sizes, increased salaries, greater teacher responsibility, and input in school site decision-making all remain. Measures addressing many of these issues have been suggested and approved by the California legislature over the last four years in various bills, but our governor has refused to approve them due to fiscal constraints. Unfortunately, it is difficult to convince people that an investment now can have a profound impact in reducing future costs.

Our teachers must be prepared to deal with the challenges created by classes with increasing cultural diversity. Teacher training programs should enhance candidates' sensitivity to the needs of minority populations. Further, these programs must encourage teachers to provide the special attention and assistance which will allow disadvantaged students to succeed in school.

Cooperation a Necessity

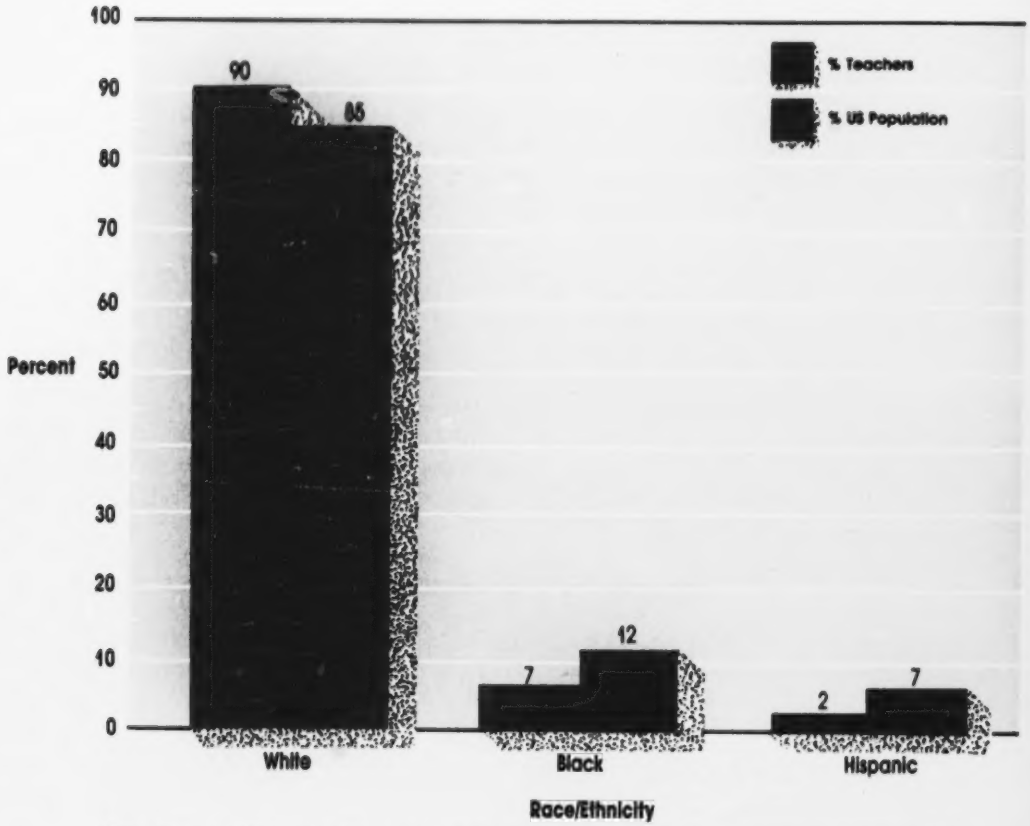
Colleges and universities should work with neighboring public schools in order to ensure progress toward the goals they share. Institutions involved in teacher education must cooperate with public schools in order to keep abreast of the needs and realities of the classroom, and public schools must cooperate with higher education institutions in order to adequately prepare their students for admission to those institutions.

Linkages between K-12 schools and higher education can provide the vital connection which will enable and inspire disadvantaged students to qualify for and attend college. College faculty and students can provide the guidance, assistance, and encouragement that high school students may need to aspire toward college. For example, 50 percent of the Black and Hispanic students that were otherwise eligible for admission to the California State University System were ineligible because they did not take the necessary standardized college admission test. Better counseling could have prevented that.

In California, the Mathematics, Engineering and Science Achievement program (MESA) operates on junior high school, high school, and college campuses to encourage minority students to pursue math and science. MESA includes motivational workshops, tutoring, academic advising, and field trips to industries. This highly successful program has inspired similar programs in Colorado, New Mexico, Washington, Oregon, and Kansas.

Programs of this type, which involve both the education and business communities, must be expanded nationwide. It is, after all, in the best interests of all concerned to ensure that students are properly prepared for college and the workplace. All citizens must join forces to provide effective schools which will inspire and challenge our students to reach their highest potential.

Percentages of K-12 Teachers and the U.S. Population
By Selected Race and Ethnicity, 1985



Note: Persons of Hispanic origin may be of any race. Teacher percentages based on a representative sample of National Education Association members.

Source: National Education Association, "The Status of the American School Teacher, 1985," and U.S. Bureau of the Census.

Viewpoint: Government

Fundamental Questions Remain

Dolores Cross
President
New York State
Higher Education Services Corporation

The multicultural concept implies a view of life in which we recognize and cherish the differences among groups of people and search for ways to help these differences become positive influences both on the individuals who possess them and on our society as a whole.

American educators are still finding it difficult to provide answers to many fundamental questions about our nation's historically under-served populations, questions as basic as: What are the needs of the under-served student? To what extent can we generalize the needs of different groups?

Part of the answer lies in changing the process to accommodate our new student populations. For example, part-time students are the fastest growing component of postsecondary education. Between 1972 and 1982, part-time enrollments increased by 65 percent nationally, accounting for more than five million students. Many part-time students are minorities and women, often with dependents of their own. It is unrealistic to expect these students to complete college in four, or even five years. Thus, graduation rates, even five years after entering college, are not a valid output measure for those students.

The Teacher's Central Role

The importance of role models and mentors cannot be over-stated. At a recent conference on Black student retention, students cited mentors as a critical factor in their satisfaction with life on campus. Role models to whom minority students can relate, who are willing to work with their proteges, who can make professional contacts for them, and who are examples of success are tremendously important to persistence. That is likely a key factor in the proven greater success of black students at historically black colleges, as compared with those who attend predominantly white colleges.

A key point raised by Assemblywoman Hughes is that teacher training programs must enhance sensitivity to the needs of minority populations. There is also a need for teachers and counselors to create an early awareness of the need for academic and financial planning among their students. Teachers and counselors should be careful not to routinely counsel minority students into vocational tracks, as if that were all they should aspire to. Furthermore, students need to know what courses are required for college admission. The end of their senior year is too late if they have taken courses which they thought were college-preparatory, but which turn out to be unacceptable for college admission.

Counselors can also help students and parents to begin planning early for financing college. Students and families need to know what college costs and what programs are available to help them pay for it. In minority families, especially in cases where college has not previously been a family experience, this information can be truly critical to the plans and aspirations of the children.

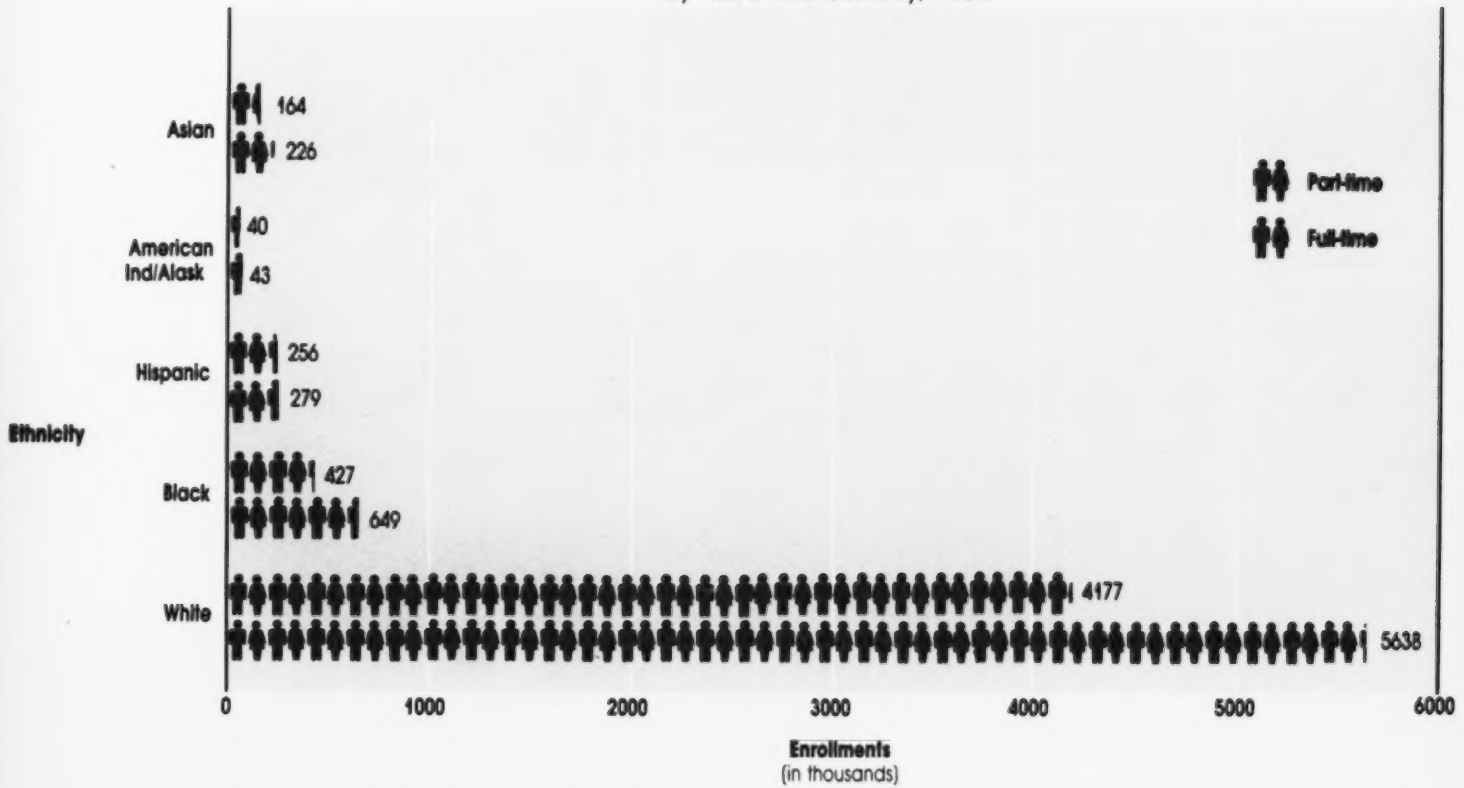
State Programs

Programs to attract qualified and talented students into the teaching profession are necessary, even critical, if we are to improve the quality of our educational system. That is why New York State in 1984 created the Empire State Scholarships and Fellowships for Teachers. Later renamed the Empire State Challenger Scholarships and Fellowships, the program provides financial aid to prospective teachers attending college in New York State.

Finally, given the demographic projections for our nation, it is clear that students with limited knowledge of English must receive appropriate instruction and assistance. For example, our agency has made available Spanish-language brochures and a Spanish-language version of our state grant application. These are helpful to our Hispanic students and, perhaps even more important, they facilitate bringing the family into the process.

The fact that we are a culturally pluralistic society has implications not only for instruction but also for education administration, for example, in admissions and recruitment. Faculty and administration have to factor into policy-making decisions the point that educational concerns must be balanced with equally important societal issues.

Enrollments in Institutions of Higher Education
By Race and Ethnicity, 1984



Source: Center for Education Statistics, "Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85," January 1988.

Through an increase in the number of minority Americans who pursue higher education, not only will the nation realize the goal of equity in education, but also the societal imperative of enhancing the educational, scientific, and technological expertise of its citizenry.

Provincial Pursuits

Dennis Cabral
Vice President, Policy Analysis
and Information Services
New York State
Higher Education Services Corporation

It appears to me that there is an element of neglect that surfaces when we address the issue of changing demographics. We examine our society's problems from the global, economic, statistical, and research perspectives, but we tend to downplay the human element. Demographic projections have suddenly come into vogue. Many of the points being made by the demographers have been made for years by the people included in the demographic projections, but few educators or policy-makers have listened. Now that the issue of changing demographics is cast in the context of economic imperatives and global competition, people are starting to pay attention. While economic considerations are valid reasons for concern, they must not overshadow the quality of life concerns that are such an important part of the changing-demographics, multicultural issue.

Assemblywoman Hughes made the point that many different cultures are represented in today's classrooms. Those 70 languages in the California school system represent diverse cultural knowledge pools. Education, in the conventional sense, tends to be very provincial; many textbooks that profess a general point of view in reality are quite narrowly focused. I grew up on a small island in Hawaii and was educated in a parochial school by nuns from Iowa. The books my classmates and I used told of robins and snow, autumn and chimneys, and sheep; none of which we had ever seen. But, we were expected to know the color of the robin and how to spell autumn. Everything we were taught revolved around the dominant culture's values and interpretation of life. There was not much room for our local birds, trees, or particular lifestyles. It was as if our version of life was not truly valid.

This was true for language as well. We spoke pidgin English, a Creole dialect that is very widely used in Hawaii. It uses the basic English grammar, but incorporates words from Japanese, Filipino, Hawaiian, and a number of other languages. But I was forbidden to speak pidgin in front of my teachers or my parents, even though my parents used it almost exclusively and still do. It was not simply a matter of learning proper English; it was a matter of not allowing the expression of a particular culture and language. Many minorities in our educational system face the same conditions today.

Flexibility as Virtue

The fact that our society is so diverse does not mean that we must all learn 70 different cultures and languages. However, it does mean that we should respect diversity and recognize that variations among cultures are really only different manifestations of some very basic universals. Many of our textbooks and lesson plans might make a lot more sense to a multicultural class if the information in them were less provincial and related more to universals. One strength of continuing education is its ability to be flexible. What are the universals in your classrooms and how can you use them to bridge the multicultural diversity that characterizes our present-day population? I recently heard of a college which used the classics to inspire Spanish-speaking students to study Western literature simply by showing that the tragedy found in our classics is the same tragedy found in Spanish literature. I don't mean to be simplistic, but we must begin to look at education with these types of connections in mind.

PHOTO: Joe DiDia, National Education Association

The definition of life our students encounter in school has to bear some relationship to their own definition of life, or they may reject the material being presented. Unless common bonds among the varying definitions of life can be established, the educational experiences of each culture will be less rich. Perhaps we would make better progress toward solving multicultural problems if we were to acknowledge the universals that exist in every culture, and view changing demographics for what they really are: a source of unique strength.

Shouldering The Social Obligation

James Mingle
Executive Director
State Higher Education
Executive Officers Association

Assemblywoman Hughes' work in the area of education is an example of the extraordinary shift that has occurred in the past few years, where leadership in education is coming from the state houses rather than from the federal government. During this past year, we at the State Higher Education Executive Officers Association (SHEEO) worked on a task force report entitled *Focus on Minorities: Trends in Higher Education Participation and Success* which concluded that both the education community and the states must make minority student achievement their preeminent concern.

The relationship between schools and colleges is an important new development in higher education. This social obligation of higher education to school reform must go beyond the attitude that universities will benefit if they receive higher quality students. After all, it is the institutions of higher education which produce the teachers so critical to the success of students.

The Economic Self Interest Rationale

The task force report also emphasizes the link between education and economic development. A new rationale is being used which is disturbing in some respects. It raises the issue of whether a young minority population will be able and willing to support the aging white middle class. This is a scenario of economic self interest, and if it succeeds in improving education and services to minority groups, perhaps it is useful. Certainly, potential job loss and international competition are issues that drive our elected officials.

Trends in Higher Education Participation and Success offers a statistical portrait of minorities' success in higher education, and outlines the problem facing minorities in the United States. Statistics for attrition in college make it clear that access is not enough, yet completion of a high quality baccalaureate program is what gives people the key to success for equal opportunity. The study uses data from the *High School and Beyond* survey by the U.S. Department of Education. The survey shows that of a prototypical class of 100 high school students in 1980, only 19 went directly to college and finished four years later. Yet, this is what we call "normal persistence."

Clearly it is not normal at all—rather it is the fast track. One of every three Asian students who graduate from high school ends up as a college senior four years later. This compares to one of every five Whites, one of every seven Blacks, and one of every ten Hispanics.

Key Mistakes

These data contain several messages for the continuing education community. They confirm the view that your market is significant, but also show that the population is not well prepared for collegiate work.

We have been working on this problem for a long time. For example, there was a major increase in Black enrollments after the assassination of Martin Luther King, Jr. The subsequent two decades of experience show that we made three primary mistakes. First, we underestimated the depth of the preparation problem, which is why working with schools is so important. This problem explains the renewed emphasis on basic skills one finds at all educational levels. For example, New Jersey has a basic skills testing program which is administered after college admission. This approach forces the institution to define the basic skills necessary for student success, and forces students to solve those problems first, before going on to credit work.

Furthermore, remediation can make a difference. New Jersey has a better retention record for students who successfully complete the remedial program than it does for those students who do not need the program.

Second, we underestimated the problems of student aspiration and motivation. Our dropouts, and their younger brothers and sisters, are telling us that education is not worth the risk or the money.

"We underestimated the problems of student aspiration and motivation. Our dropouts, and their younger brothers and sisters, are telling us that education is not worth the risk or the money."

It is partly an economic problem, but we must do a better job of communicating the long-term value of higher education.

If you believe your institution or state has a successful promotional effort, take a look at the military's "Be All that You Can Be" campaign. That is an effective promotion: it shows minorities in positions of leadership and success. We must personalize the aspiration issue. The Philadelphia philanthropist who promised the Harlem school children that he would send them to college did not contribute just money. He stayed in touch with those students over the next six years. That mentoring is a crucial factor.

One state is trying to institutionalize the mentor with a program called The Indiana College Placement and Assessment Center, funded on a pilot basis. Every ninth-grader is given a questionnaire about college plans, and information is then sent to the students about colleges' expectations. Also, community members are brought in to "adopt" high risk students who seem to have ability but lack aspiration.

Finally, we underestimated the depth of institutional commitment. We literally segregated the problem in terms of special efforts and special programs. In recent years, we have finally discovered that the education that serves the minority student best serves all students best. This is why I am encouraged by the emphasis many states and institutions are putting on improving undergraduate education.

Continuing education can reinforce institutional commitment in a variety of ways. Consider operating concurrent programs with your evening classes, targeted at the children of low-income working adults. These programs would function as a supplement to the education curriculum, deal with homework problems, and generally improve the child's quality of education. In addition, the programs would provide supervision while the parent attends class.

Or, try creating partnerships with schools to increase the pool of qualified adults to fill the teacher shortages, including retiring professionals. Be creative and make minority student achievement your primary concern.

The Response of Continuing Higher Education

What is an American?

Paul Miller
President Emeritus
Rochester Institute of Technology

Previous CHEL Fora have emphasized the changing role of the university and society, with an emphasis on the relationship between the university and the economy. In the process, we have been forced to widen the definition of continuing education.

With the current topic, we carry this even further by asking, as Thornton Wilder once did, "What does it mean to be an American?" The evolving demographic revolution in our society hits with the force of the sledgehammer. The CHEL Fora have essentially served as markers toward what could be called a paradigm shift in education, to borrow Thomas Kuhn's monumental concept.

There are other key markers of change. First, education has become everyone's business. Schools and colleges account for only a portion of the education sector, and college students no longer fit the traditional mold. Of the 12 million college students, only 2 million are full-time in residence and 18-22 years of age. In general, people are more likely to mix school, work, and leisure. Second, the economy is becoming global, as are its underlying themes of work, technology, knowledge, science, and investment in human resources.

Now appears perhaps the most intractable problem of all: a population skewed along bipolar lines. Coming into view on one side is a growing cohort of white, relatively healthy old people, as skilled as they are determined to be recognized. At the other end of the spectrum is a rising tide of Black, Latino, and other minority youth. We will see a fundamental change in the proportion of minorities in the country as a whole from 17 percent to almost 35 percent in the next 30 years.

Community as Campus

Looking at these factors, I would ask the academy to tilt its work more toward the *utilization* of knowledge, giving greater emphasis to this function along with the dissemination and acquisition of knowledge through formal teaching. Accomplishing this will require a paradigm shift in the academic forum. This in turn requires greater recognition of the full range of academic work by America's graduate schools, much of it beyond the constrictions of research practice.

We must begin at home, in the metropolitan regions and communities where our universities and colleges are located. Each such community should be a prototype of civic culture, or should strive to become one. The widest opening to this goal is to view all levels of education—from family and pre-school learning to graduate schools, and including industrial training—not as discrete independent units, but as an integrated system. Then, as members of the academic community, we must study how the students or constituents perceive that system, and practice looking at it as they do.

Paul Miller

There is a large education constituency beyond our campus borders. But we shall not see it, or serve it adequately, if we cannot visualize the true campus as the network of learning nodes in our communities. In the language of systems, the environment beyond the campus gate is turbulent. No other element of the college or university can hope to do better than continuing education at modifying, preventing, or mediating maladaptive responses.

Additionally, we must help policy-makers go beyond short-term responses. We must share with these officials the substance and processes from which they in turn may draw and lead their constituencies.

Old Questions, New Context

To illustrate, let us examine three issues which are anything but new, but which must be seen in new light. These are old issues, steady boarders, now even more acute when seen in the context of a multicultural society and increased concerns about our economy.

What proportions of resources should be allocated to different levels of schooling, formal or otherwise? Head Start, for example, has only 400,000 participants, even though 3 million children are eligible. This is thrown into chilling relief when we note that in the four brief years 1979-1983, the proportion of children in poverty climbed from 16 to 22 percent.

Will we choose to think about, at least crudely, where strategic investments can be made, or to continue the rugged autarchy of American education, each level often the adversary of the others in the battlefield for funds?

How will we pursue both excellence and equality at the same time? Given our understanding of the interplay among poverty, ethnic populations, work preparation, and investment returns to education, what shall be our criteria for quality of education? By and large, today's reform movements work harder to stiffen standards than they do to help all students achieve them. This tendency exists despite alarming high school dropout rates. Too little is known about either the reasons for dropping out or the motivations for pursuing degrees. We can only speculate that too many minority students see little connection between schooling and the realities of their lives.

"The evolving demographic revolution in our society hits with the force of the sledge-hammer."

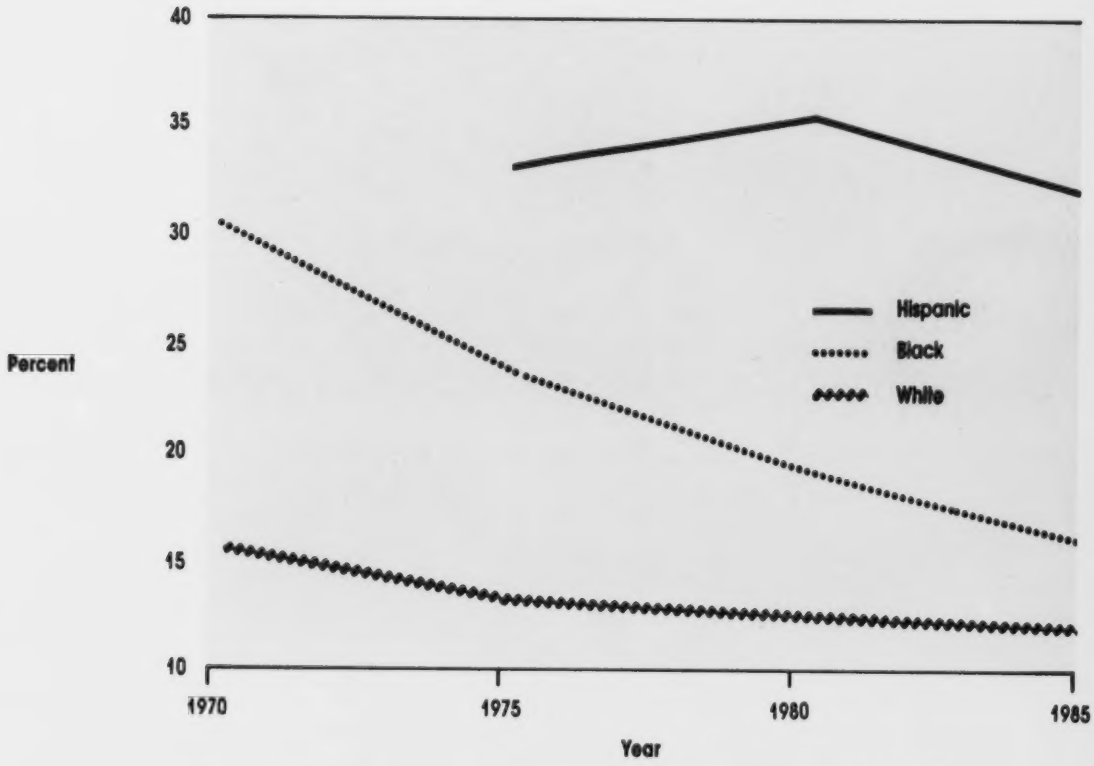
Will we insist on an on-campus curriculum? Given these demographic shifts, the emphasis on lifelong learning, and the imbalances in fields of study and work, it seems we cannot insist that students accommodate us. Rather, we must devise new modes of schooling which incorporate elements such as work-study, stretch in accommodating military service and training, and encourage participation in new and more universal types of community, state, or national service corps. I think we will take the latter route if we have enough support from all elements in our communities. And, if this even begins to occur, we will see a genuine base for an educational policy which can answer the questions "What is education for?" and "What do we expect of it?"

Finally, I would note that although the rising force of the business community is most welcome, we must be wary of tying education exclusively to employment and productivity. Given our times, we could do worse than ponder Frances Bacon's desire for education to respond humanely when he said:

> *I address one general admonition to all; that they consider what are the true ends of knowledge, and that they seek it not either for pleasure of mind, or for contention, or for superiority to others, or for profit, or fame, or power, or any of these inferior things, but for the benefit and use of life; and that they perfect and govern it in charity. For it was from the lust for power that the angels fell, from lust of knowledge that man fell; but of charity there can be no excess, neither angel nor man ever came in danger by it.**

*From F. Bacon's *The Great Instauration* (Preface), summarized in Jerome R. Ravetz, *Scientific Knowledge and its Social Problems*, Oxford, 1971.

High School Dropout Rates Among Persons 14 to 34 Years Old
By Race/Ethnicity, October 1970, 1975, 1980, and 1985



Source: Center for Educational Statistics, "Digest of Education Statistics 1987," Table 72.
Note: Persons of Hispanic origin can be of any race. Statistics were not kept on Hispanics prior to 1975.

To Define Leadership

Milton Stern
Dean, University Extension
University of California-Berkeley

I remain an optimist despite the scope of our problems. My inclination is to make the issue "bite size," to handle things piecemeal. If we accomplish our task in 30 years, it may be better accomplished than if we seek, with implausible effort, to do it in two. This is not to reject the concept of urgency, but rather to emphasize the need to address one issue at a time and to plan.

I never expected to be indebted to Secretary Bennett, but in his report, *To Reclaim a Legacy**—a report on the humanities in higher education—he quoted Kant as forming the basis of the liberal arts curriculum with four questions.

What can I know?
What should I do?
What may I hope for?
What is man?

All four are important. Those of us in continuing education must now focus on "What should I do?" As a group, we are "doers." We are not faculty members; we are organizers of curricula for adults. Inasmuch as we are adjured to discuss leadership, I would put it in those terms. We are not asked to develop a curricula for leadership, we are asked to lead. To lead, one must "do." Napoleon once observed that the inevitable is the result of policy.

Our relationship with the lower schools is crucial. This applies to elementary and high schools, and also to our local community colleges. It is an organizational task which we can do both as individual institutions, and in cooperation with our associations in Washington, D.C.

Similarly, our link to teacher education and continuing teacher education is vital. Whether a given institution puts this function into a teacher's college or in a branch of continuing education, this is one of the more important elements for us to concentrate on. It is the root of our field. Teaching was the first profession to call for continuing education as a requisite, and the earliest sizable programs were for this purpose.

Many aspects of these issues require national solutions, and several people have called for a national agenda. Remember that national agendas are political agendas. We are committed to a political agenda in the future if we are to maintain our own work satisfactorily and do the particular task that we address in this conference.

Tactics Verses Strategies

Dr. Tyson's theory is informative and interesting, but also incomplete. She speaks of the concept of a human resource strategy: "Strategy" is one of those Medusa words that turns one to stone if looked at directly. Strategy is a big word. Why not tactics, too?

Milton Stern

Basically, strategies have their place in large scale political discussions. Human resources strategies must be balanced with some discussion of humaneness, humanity, and human relations. The minute we discuss strategy, we are sympathetic with all the people, but lose sight of the individual. A common feature of minorities in

*Bennett, William J., *To Reclaim a Legacy: A Report on the Humanities in Higher Education*, (The National Endowment for the Humanities, 1984.)

education—at any level—is that they are individuals who must be addressed by their teachers as individuals.

Dr. Tyson also argues that there is not, or should not be, major dislocation in the process of automation. Common sense disputes this. Where are all the farmers who were farming in 1910? Where are the members of the automobile union who used to number over a million and now number some 400,000? Where are the steel workers, and where are the miners? Some of these people have relocated. Over time, some people die, others go on welfare, some find a less important job. If they are fortunate, young, and highly motivated, they may even find a better job. But displacement is clearly happening, and it is not a smooth or easy process.

With robotization, we are now seeing "steel collar" workers replace blue collar workers. "Steel collar" is from *The Economist*'s recent article on factories of the future*. That analysis examined the relationship between computerization of the factory and human beings. It reported that Hewlett Packard found competitiveness could be improved by examining informal factory floor procedures developed by workers to compensate for mechanical inadequacies. Thus, Hewlett Packard advises that companies planning to automate study their plants carefully first in order to determine how they actually work. Eventually, management may decide that little automation is really needed.

*"Factory of the Future," *The Economist,* May 30, 1987.

The Economist concludes that the key tasks to be automated are those clerical jobs which generate information. At a stroke, all those middle managers—purchasers, specifiers, and expediters—are no longer needed. In America, at least, the lights are being turned out faster in the office than on the factory floor.

What happens to a highly skilled, highly educated cadre of people who are discharged? If their education is suddenly worthless, what lesson is being preached to minority youngsters who wonder if college is worthwhile?

What Should We Do?

Individually, we must do many crash programs of all kinds. Especially, we must relate to teachers of young children, for this is where the heart of motivation lies.

Community colleges are probably the most important institutional form with which continuing education arms of universities can work. Institutions of higher education often have a lifespan, and then transmute into something rich and strange. Normal schools became teachers colleges, then state colleges, and finally universities. This is a form of institutional upward mobility. Community colleges had attempted to become four-year institutions, but they now seem to be going in a different direction. By their own admission, community colleges have not lived up to their aspirations in relating to the community, and we are seeing a concerted effort to correct this. The importance of this community college effort is obvious when we look at motivating minority peoples and their children. And, it suggests that we must relate much more to community colleges as their partners on an equal basis.

One final note on political solutions: Politics is where the action is. It is part of the world in which we are engaged, both within and outside our institutions. There is an extraordinarily difficult road ahead. As administrators, we must try to make an impact and leave for our successors something better than we inherited.

Model Programs

The University of Massachusetts-Amherst TEAMS Project for Asian Teens

Thousands of Southeast Asians have immigrated to the United States in the past few years, often driven out of their homelands by war, poverty, and oppression. For many of these refugees, America holds the promise of a better life, but frequently language and education barriers lock Southeast Asians out of the mainstream of American society.

In 1984, the University of Massachusetts-Amherst (UMA) Division of Continuing Education started the "Tutoring Enrichment and Assistance Models for Public School Students" (TEAMS) project to help Southeast Asian teens overcome the hurdles of language and culture as they adapt to life in America. Under the recommendation of the English as a Second Language (ESL) coordinator at Amherst High School, the program was designed to serve the large numbers of Southeast Asians residing in the western Massachusetts community, many of whom entered the country within the last few years.

Approximately 50 Southeast Asian high school and junior high school students have taken advantage of the program each semester. Most of the students are deficient in language skills, which hurts their academic development, but they also lack some of the social skills unique to the U.S., which may make them feel alienated from their mainstream peers. In addition, many of the students suffer from "post-war traumatic syndrome," which affects their performance both inside and outside of the classroom.

One-on-one tutoring sessions are held three days a week after school, for two hours per session. In addition to teaching English language skills, tutors instruct the students in the areas of mathematics, science, history, and American culture. Tutors also help students improve their study skills, organize their notebooks, and manage the completion of their homework. The results have been significant; in a region where very few Southeast Asians attend college, nearly two-thirds of the TEAMS project participants have gone on to college, and one student is currently enrolled at Brown University.

UMA utilizes its large and diverse student body to staff the TEAMS project's tutoring positions. The students who serve as tutors for the TEAMS project must undergo a rigorous screening process; they must demonstrate a high level of competency in their chosen concentration and an ability to communicate their skills effectively. Tutors receive a small stipend for their work, as well as three academic credits for a semester-long weekly TEAMS training seminar. Beyond their academic roles, tutors often act in a "big brother" or "big sister" capacity for the Southeast Asian students, helping them to adjust to their new American lifestyle.

Of the 115 UMA students who have served as tutors in the TEAMS project, only 15 have been education majors. The remaining 100 have come

PHOTO: The TEAMS Project

TEAMS tutors help a Southeast Asian student with her schoolwork.

from 35 different disciplines. As a result of the program, however, 12 of the non-education majors have either switched their concentration to education or returned to school after receiving an undergraduate degree to obtain teacher certification. In addition, five Southeast Asian students who completed the TEAMS project and now attend UMA are serving as tutors in the program.

UMA officials have high hopes for the continued success of the TEAMS project. With the assistance of a public service grant from the University, the program has been expanded into the adjacent Northampton school system. UMA plans to offer the program in the area's grade schools in the future and to adapt the TEAMS project to suit the needs of the region's growing Hispanic population. Moreover, the Massachusetts Department of Education is interested in using the TEAMS model on a statewide basis.

The University of South Carolina's The American South Comes of Age Telecourse

Racial issues and the struggle for equality are essential components of the history of the South. The transformation of the South from the days of slave-labor cotton plantations to the contemporary push for equality and integration has been a long and complex process.

In an effort to increase public understanding of this development and its impact on the evolution of the South in general, the University of South Carolina (USC) produced a videotape series entitled "The American South Comes of Age." The program takes a critical look at the dynamic racial stratification of Southern society and how it has affected the political, social, and economic character of the contemporary South. The series attempts to capture the spirit of progress that was embodied in the court system that tackled the issues of race and desegregation, which became an integral part of the modern South's development. Employing several excerpts from old news reels, "The American South Comes of Age" traces racial influences from the old "cotton South," through the segregation struggles of the '30s and '40s, the desegregation movement of the '50s, the civil rights movement of the '60s, to the contemporary situation of Blacks in the South.

The series took nearly six years to produce from its inception in 1980 until its first airing in 1986, and was a joint effort of public, private, and academic concerns. Program development costs were $1.6 million, with $300,000 coming from USC; $500,000 from the National Endowment for the Humanities, and the Rockefeller, Ford, Spring, and Hazen Foundations; and $800,000 from South Carolina Educational Television, which helped USC produce the 14-tape series. In addition, USC completed the course by producing an anthology, a teacher's manual, and a program guide. The resulting credit course is taught by an on-campus instructor who is available to off-campus users via a toll-free telephone number.

Involving history, government, and education faculty in the series preparation enhanced both the program content and the reputation of the continuing education division as a producer of high-quality programs. Moreover, the series is being disseminated outside the USC system. It was offered to the 18 Black land-grant universities in the country and all plan to utilize the series. The Southern Education Communication Association also will distribute the series.

The University of California-Los Angeles Festival Latino

The large influx of Latinos into the Los Angeles area in the past few years has divided the city into distinct Latino and non-Latino boroughs. These barriers can be difficult to overcome, leaving the Latino culture unexplored and misunderstood by a large portion of the city's population. Moreover, these barriers can hinder Latino assimilation into the mainstream community and its educational opportunities.

The University of California-Los Angeles (UCLA) Extension's Department of the Arts and the UCLA

Latin America Center designed the "Festival Latino" to expose the largely upper class, White population of Los Angeles' west side to the rich and diverse Latino culture, and at the same time introduce Latinos from the east side of the city to the wealth of educational opportunities available to them through UCLA Extension. "Festival Latino" heightened the west side audience's awareness of the vast resources the Latino world has to offer in the areas of art, literature, and music, and also helped to break down some of the barriers between the Latino population and higher education by exposing Latinos to a number of programs, many of which are offered in Spanish.

"Festival Latino" was held April 26, 1987, highlighting a quarter-long series of Latino-oriented arts and science programs offered by UCLA Extension. Mini-lectures explored varied topics including Hispanic influences on California architecture, the musical life of Latinos in Los Angeles since 1945, images of Latinos in Hollywood films, cultures of the ancient Andes, Jewish culture in Latin America, the natural history of the Amazon basin, and the life and work of artist Carlos Almaraz. The colorful event recognized the importance of the Latino community's historic and continuing contributions to the cultural life of Los Angeles, and in addition to the mini-lectures, featured music, dance, food, crafts, and many family-oriented activities reflecting cultures throughout Latin America.

UCLA extensively advertised the free festival through brochures, press releases, advertisements in major Los Angeles English and bilingual newspapers, and the Extension calendar. In addition, on the day of the event UCLA provided free bus transportation to the festival from East Los Angeles City College, the Community Center, and several high schools with high Latino populations in order to increase Latino participation and exposure to the University.

More than 7,500 people attended "Festival Latino." Approximately half of the participants were Whites from the west side of the city; Latinos and other minorities comprised the other half. Los Angeles' major television networks covered the festival, exposing an even broader audience to the UCLA programs. As a result of the positive response to the festival, UCLA appointed a Hispanic outreach coordinator and started a series of computer classes taught entirely in Spanish.

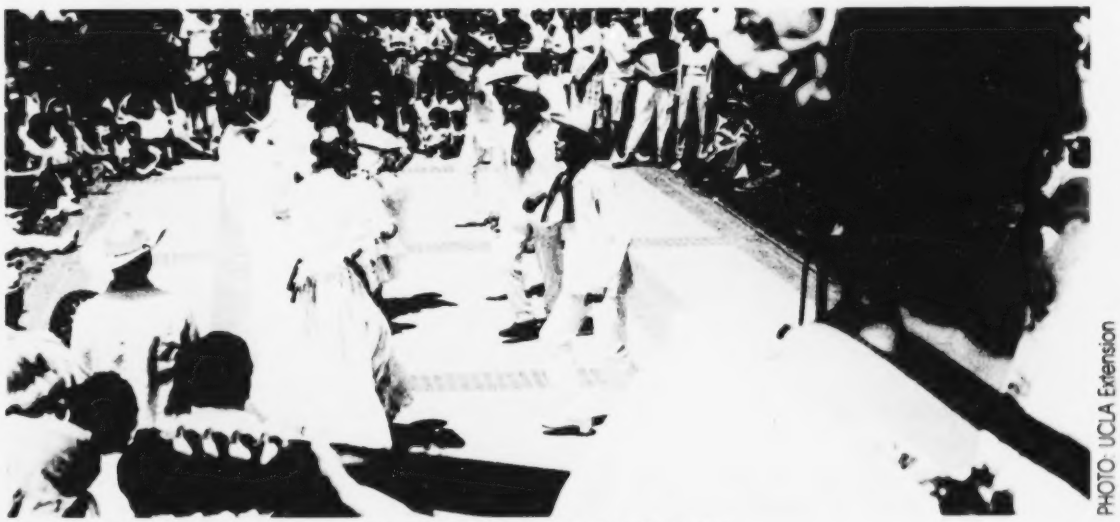


PHOTO: UCLA Extension

The Grupo Folklorico de UCLA performs Mexican folk dances at UCLA's Festival Latino.

The Ohio State University Young Scholars Program

Minority high school dropout rates are a national concern in a society where higher education is a requirement for more and more jobs in America. A new Ohio State University (OSU) initiative helps minority youth finish high school and go on to college by providing them with academic and financial assistance.

The " Young Scholars Program" is an early intervention project designed to break the cycle of minority dropouts by identifying promising youth in grade school and preparing them for college-level curricula. The program is modeled loosely after an initiative by New York philanthropist Eugene Lang, who promised a class of East Harlem grade school students that he would pay for their college education if they graduated from high school. OSU staff have high hopes that the "Young Scholars Program" can help the University reverse the trend of declining minority enrollments, a trend which saw Black higher education enrollments decline by nearly 6 percent from 1981 to 1985 nationwide, and fall by 22 percent in Ohio's four-year colleges and universities during the 1980-81 year alone.

The "Young Scholars Program" was developed by the OSU Office of Continuing Education in summer 1987, and is administered by the University's Office of Minority Affairs. It is funded solely by OSU and involves several academic departments that participate in student curriculum development.

The program will bring 200 minority sixth graders from five Ohio metropolitan areas to the OSU campus starting in summer 1988. The students will be exposed to an interdisciplinary program with a strong emphasis on liberal arts. Tailored to their age level, the courses will offer students substantive knowledge in a variety of academic subjects, including mathematics, language arts, Black ethnic studies, and physical sciences. Participants will stay in OSU facilities for the duration of the summer program, which will last two weeks for students through the ninth grade, and increase to three weeks when they enter high school. A full schedule of field trips and career-oriented events is planned for weekends. OSU officials hope that exposure to an intellectual structure and an academic atmosphere will help the sixth graders work harder in school and strive to continue their education after high school.

OSU officials realize that an academic commitment to minority students is only part of the solution to the decline in minority enrollments in the state; another part is financial assistance for the many students in the program who would not be able to afford a college education even if they were to graduate from high school. To achieve this goal OSU incorporated a financial assistance element into the "Young Scholars Program." Students enter the program with a guarantee of admission to OSU and a financial aid package to cover their expenses. The participants must successfully complete a college-track curriculum during their high school years to qualify for the assistance. In addition, OSU will provide an adult mentor for each student who will meet with him or her during the school year. Mentors will monitor students' academic progress, help the youths stay in school, and act as role models for the participants.

The "Young Scholars Program" participants will return to OSU each summer for additional instruction, and 200 additional sixth graders will be enrolled in the program for each of the following six years until the program reaches its capacity of 1,400 students.

The Weber State College Ute Teacher Training Project

The cycle of poverty and illiteracy plagues a disproportionate number of Native Americans in the United States today. A lack of English fluency, combined with a fierce desire to hold onto tribal traditions, often prevents Native Americans from obtaining the education that could help break this poverty and illiteracy cycle.

Weber State College (WSC) started its "Ute Teacher Training Project" to help the more than

3,000 registered Ute tribe members receive the education they require to function effectively in a multicultural world. Although nearly 89 percent of the Utes have some working knowledge of the English language, many function at very low levels of proficiency. WSC officials recognized the need for a program that would improve the bilingual skills of the Ute tribe members.

The new teacher training program got underway in 1986 when WSC received a grant of $250,000 from the United States Department of Education's Division of Bilingual Education to cover the costs of tuition, books, and expenses for a teaching certification program in elementary education.

WSC School of Education faculty provide instruction on the Ute's Duschesne, Utah reservation three times each week during the school year. In the summer, Ute students attend classes on the WSC campus so that they receive exposure to academic life in a collegiate setting.

WSC was careful to schedule the "Ute Teacher Training Project" around the daily life on the Duschesne reservation. The Utes have a strong heritage and culture, and activities of the tribe might otherwise hinder the recruitment of students into the program. Consequently, courses are scheduled to take account of the Ute tribe functions while maintaining academic integrity.

PHOTO: Weber State College

A Weber State College Faculty member helps a UTE student with an assignment.

Currently, 10 students are enrolled in the project and approximately 20 others take classes regularly. Most of the students have completed the general education requirements for the WSC education degree. Within three years, WSC officials hope that the first 10 Utes will receive their degrees and be certified to teach elementary education on the Ute reservation, utilizing their bilingual skills.

Academic Preparation for Excellence (APEX)

The University of Arizona, together with several community organizations and school districts in Southern Arizona, has developed a program which is encouraging increased numbers of talented minority and economically disadvantaged junior and senior high school students to go on to college. Academic Preparation for Excellence, or APEX, emphasizes college preparatory courses and activities designed to motivate students in the formative junior and senior high school grades.

The APEX program components include: a mentor program, student field trips, a speakers bureau, incentive awards, summer programs, and scholarships.

Mentor Program:

The mentor program begins in the junior high schools with students who are "first generation" in terms of college attendance. These selected APEX students are assigned a volunteer "mentor" from the community for one academic year. The mentor regularly contacts the student to help offer information and advice on college and careers, as well as familiarizing the student with the University of Arizona. When they visit the campus, each APEX student is paired with a former APEX student who currently attends the University.

Field Trips:

Both junior and senior high school students participate in the field trip portion of the APEX program. Field trips to area businesses offer students the opportunity to learn more about professional opportunities in Southern Arizona.

Speakers Bureau:

The speakers bureau is another program component. Volunteer speakers from business, the University, and the community make monthly visits to junior and senior high schools to speak with students about professional and educational opportunities available to them after graduation.

Incentive Awards:

Another program component makes "incentive" awards available to APEX students, based on academic achievement in mathematics, science, and English classes. The awards are cash grants, textbook cost waivers, or similar incentives which encourage students to continue their education.

Summer Enrichment Programs:

APEX students are encouraged to participate in more than a dozen summer academic enrichment programs offered at the University. These include a pre-engineering workshop specifically designed for women and minorities, a pre-college program for gifted students, a journalism workshop, an institute for writing and thinking, and a study skills workshop. Approximately 400 APEX students participated in the University's enrichment programs in 1985.

Scholarships:

In 1986, a scholarship component was added to the program. Each year, 10 scholarships are awarded by the University to APEX students who have increased their grade point averages since entering the program.

PHOTO: APEX

APEX students listen to a volunteer speaker.

The program serviced 508 students in the 1986-87 academic school year and expects to serve many more in 1987-88. Future plans for the program include seeking funding to establish a tutoring service.

English Fluency at Work at San Francisco State University

With the ethnic composition of the American workforce changing rapidly, many businesses face an employer-employee language barrier, which often results in untapped worker potential and decreased productivity.

The English Fluency at Work program at San Francisco State University (SFSU) was organized by SFSU's Extended Education Department in autumn 1985. The program helps Bay area business people communicate more effectively with their non-English speaking employees and helps individuals in the work force who believe that their career advancement is hindered by their English deficiency. However, the program also attracts bilingual university students who seek to improve their English skills, particularly in writing.

The English Fluency program services area businesses through a variety of custom-designed programs. SFSU's Extended Education Department conducts a needs assessment at the worksite of a potential client as a first step, and then suggests appropriate courses and workshops for each worker. Upon completion of the program, a follow-up session is conducted with each participant to provide feedback on performance and progress.

The English Fluency Program offers courses in three areas. First, language skills courses focus on keys to improving on-the-job communication and emphasize effective business writing and speaking skills. Second, the program's cross-cultural courses examine the customs of the American business culture and offer participants helpful hints on overcoming the barriers of unshared cultural backgrounds in the workplace. Finally, management courses offer managers the opportunity to learn new strategies to improve communication among employees. The courses are available for CEU credit.

Future plans for the English Fluency program include offering courses at the newest SFSU Extended Education location in the downtown financial district. In addition, the program will continue to expand its recently developed, on-site training programs. One such on-site workshop has already been held for employees of a Bay area hotel. The program was custom designed to help entry-level employees enhance their English skills. Also on the agenda are several short-term courses and workshops which will be offered to Bay area teachers and volunteer teachers who wish to improve their training skills in tutoring refugees.

The Brigham Young University English Language Center

The influx of immigrants in many regions of the United States has increased the demand for innovative English as a Second Language programs.

In the fall of 1980, the Brigham Young University (BYU) Linguistics Department, in cooperation with the University's Division of Continuing Education, established an English Language Center to provide non-credit, intensive English as a Second Language courses to a wide variety of students who are not regularly matriculated BYU students. The self-supporting center combines courses in listening, comprehension, speaking, reading, writing, grammar, and United States culture in intensive sessions designed to help non-English speaking persons quickly obtain the language skills necessary to become assimilated to life in the United States.

Most program participants are young adults who want to learn English to enhance their job opportunities or gain admittance to the University.

Students at the Center are placed in one of five ESL levels, depending on their diagnostic test performance. Small classes, averaging 10-12 students per class, allow each participant to receive personalized instruction. Working primarily with self-paced learning materials developed at the Center, the students attend classes five hours daily, five days a week. In addition, language lab work is required of all participants. Students who successfully complete the program requirements receive certificates or letters of participation.

Cultural field trips are an integral part of the Center's programs. Past activities have included a country square dance, hotdog roast, snow sculpture contest, and a camping expedition.

The Center's extensive use of technology sets it apart from similar programs. The Center has a fully computerized placement testing service. The computerized tests, which measure English proficiency levels, take approximately 25 to 45 minutes to complete. By comparison, written comprehension tests are more cumbersome, and take students an average of three to four hours to complete. Another recently acquired technological tool at the Center is an interactive videodisc station. Students can view popular movies on videodisc while improving their English skills by reading accompanying dialogue. The technology also enables the user to freeze a frame of the film or to return to an earlier segment.

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